DOCUMENT RESUME

ED 189 871 FL 011 452

AUTHOR Alderson, Charles: And Others
TITLE A Comparison of Reading Comprehension in English and Spanish.
INSTITUTION Autonomous Metropolitan Univ., Mexico City (Mexico).
PUB DATE 77
NOTE 30p.: Revised version of a paper presented at the Mextesol National Conference (Monterrey, Mexico, October 1977). Broken type throughout document.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Students: Correlation: *English (Second Language): Language Proficiency: Language Research: *Reading Comprehension: Reading Research: *Second Language Instruction: Second Language Learning: Spanish

ABSTRACT

Mexican university students enrolled in a general English course were administered a battery of tests including a reading comprehension test based on a Spanish text, one based on an English text, and the TEAL test battery of English language proficiency for adult students. Half the students were given an easy English text and a difficult Spanish text: the other half were given a difficult Spanish text and an easy English text. A positive but low correlation was found between the subjects' performance on the reading comprehension test in the native language and the test in the second language. The strongest relationship encountered was between English language proficiency as measured by TEAL and reading comprehension in English. The easy text correlated at a lower level with TEAL than the difficult text. The two texts appeared to be different from each other when readers were reading in their mother tongue, but the differences seemed to disappear when they read in a foreign language. This suggests that the problems of reading in a foreign language are greater than any inherent conceptual or linguistic difficulties that might exist in one text and not the other. The tests are appended. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED189871

Research and Development Unit

Report No. 9

BEST COPY AVAILABLE

A COMPARISON OF READING COMPREHENSION IN ENGLISH AND SPANISH

(This report is a revised version of a paper given at the Mextesol National Conference in Monterrey, October 1977).

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Charles Alderson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Charles Alderson
Stephen Bastien
Ana María Madrazo

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FL 011 452

RESEARCH AND DEVELOPMENT UNIT
CENTRO DE ENSEÑANZA DE LENGUAS EXTRANJERAS
UNIVERSIDAD NACIONAL AUTONOMA DE MEXICO
CIUDAD UNIVERSITARIA
MEXICO 20, D.F.

BEST COPY AVAILABLE

A COMPARISON OF READING COMPREHENSION IN ENGLISH AND SPANISH

I. Introduction

The opinion is frequently voiced by language teachers that it is senseless to teach students to read in a foreign language before teaching them to read in their mother tongue. By "reading in their mother tongue" is usually meant "reading well in their mother tongue", rather than simply being literate in the mother tongue. The assumption being made is that if, for example, a student cannot read well in Spanish, he will not be able to learn to read in English. In other words, it is assumed that there is a close relationship between reading ability in Spanish and ability to read in English: that the lack of ability to read in one language will imply a similar lack in the other, and that ability in the one will predict ability in the other. These assumptions and suppositions, however, are rarely put to the test. To gather empirical evidence on the matter was the aim of this research project.

A further, related, question which the research sought to investigate was: Is the students' knowledge of English, or English proficiency, a more important precondition for English reading comprehension than their reading ability in Spanish? That is, can they learn to read English regardless of their reading skills in Spanish, provided they are proficient enough in English? The answer to this question about the importance of English proficiency was usually given in the affirmative by the proponents of audiolingual and audiovisual methodologies, for example, up until only a few years ago. More recently, however, methodological approaches to the teaching of reading comprehension have come into conflict with the previous 'proficiency-first' view, and, based on the assumption that reading comprehension can or should be learnt before a student has received a thorough course in general spoken English, there now exists an increasing number of commercially available ESP courses, for example, which implicitly or explicitly contradict that previously strict audiolingual principle by their very existence. In other words, a strictly orthodox user of the old Collier MacMillan English 900 series, for example, would introduce the written form only of these English base

sentences which the student had already mastered and could produce orally. The student's being taught to read the English of his engineering texts was anathema and entirely out of the question for reasons founded in that methodological approach.

How might these matters be investigated? A variety of possible procedures suggest themselves, but we need at least the following instruments:

Firstly, to find out how our students read Spanish would require a test of some kind. Hopefully, the results of such a test would give us a valid, reliable and objective measure of their reading ability in Spanish. Secondly, since we want to compare their reading ability in Spanish with their reading ability in English, we will need a reliable measure of their reading comprehension in English. This of course would require that our subjects have some previous knowledge of English. So we would also need a measure of their knowledge of English, which might be supplied by a proficiency examination of English, for example. Then we must compare the results of the three measures: <u>reading in Spanish</u>
<u>reading in English</u>
<u>English proficiency</u>
in order to find out what relationship or relationships exist, if any.

What are some of the possible implications for teaching which we might expect to come out of the comparison of these three measures of our university students?

1) We might find no relationship whatsoever between reading comprehension in Spanish and reading comprehension in English. In other words, those who did well in reading and understanding Spanish didn't necessarily do well in reading and understanding English. If this were the case, we might assume that there were two entirely different fields of knowledge and ability; one in Spanish, and another one, independent of the first, in English. Such a result, i.e. no relationship between reading in Spanish and reading in English, would suggest that we might discount Spanish reading ability as a factor which might effect our teaching approach to reading in English.

2) We might find a <u>strong relationship</u> between reading ability in Spanish and reading ability in English. This sort of result would lead us to assume a possible large amount of <u>transfer</u> of reading skills from Spanish to English, which might conceivably be exploited through the teaching of reading strategies helpful in both

languages, for example, instead of considering these strategies to be language-dependent, and therefore to be taught in different courses. Such a reading-strategies course could perhaps be designed which might be offered by the university to all entering students, and not only to those who are studying English as well as their academic field or profession. Or, such a reading-strategies course might be offered as a pre-requisite to taking a particular English reading course.

3) We might find that a strong relationship existed between previous knowledge of English, or English proficiency, and reading comprehension ability in English. If this were the case, we might simply teach general English courses and not design ESP reading courses in particular fields of study, or programs in English for Academic Purposes. This has been the assumption common in the past, when courses to teach reading as a separate ability in English were simply not offered, since reading was assumed to be a logical by-product of general knowledge or proficiency in spoken English. The problem with that approach was that it based its assumption on methodological considerations of what was the best way to teach oral English. The specific teaching of reading was at best downgraded and postponed until the student's oral production was considerable. The point is that whatever pedagogical approach is adopted, it be adopted not only on the basis of intuition and suppositions, but also on the basis of empirical data. Thus the aim of this study is to gather some facts about the nature of reading ability in English and Spanish, which might then lead us to modify our approach to the teaching of reading.

II. The experiment

This experiment was designed as a preliminary exploration of the relation between reading in Spanish and in English.

1) The sample

Twenty-eight Mexican students registered in the Master's program in Administration and at the same time taking a general English course participated in the experiment. The tests were administered to all the Administration students present in the English class on successive days. Those who took all three parts of the battery were included in the study.

2) Instrumentation

Two reading texts were selected from the field of administration for testing. One was taken from a textbook in English on human organization and has a high cognitive or conceptual level of content and ideas (Text B). The second text is also from a textbook in administration, but is as a comparatively low level of cognitive difficulty, and contains fewer vocabulary items which are specific to administration. (Text A)

Each of the original pieces was then translated into Spanish and revised and edited by native Spanish-speaking teachers of English and of Administration to ensure the Spanish translations were correct and readable. After translating the two original texts into Spanish, we had a total of four texts: the originals in English, and their translated versions in Spanish. For each of the four texts, comprehension questions or items were written, using both multiple-choice and true-false formats. The test items were designed to test over-all general understanding of the text, awareness of the difference between information presented as personal opinion of the author and information presented as fact, inference, logical extensions of the arguments presented, direct reference, etc. (for examples of the tests see Appendix)

Besides the four reading comprehension tests, the TEAL test battery of English language proficiency for adult students (Caroline Clapham, 1975) was applied to all the subjects to measure their general knowledge of English.

3) Method

Of the four reading comprehension tests, two were given to each subject, one in English and one in Spanish. The subjects were selected at random to receive one or the other of the alternate pairs of tests, half receiving text A in English, text B in Spanish; the other half receiving text B in English and text A in Spanish. Thus

a) one group of students did:
   1) text A in English (easy text)
   2) text B in Spanish, and
   3) the TEAL proficiency test

b) the other group did:
   1) text B in English (difficult text)
   2) text A in Spanish, and
   3) the TEAL proficiency test.

Each pair of comprehension tests was administered during a one and a half hour class period. The TEAL proficiency test was given in a separate period. Both class periods used for the test applications fell during the last week of classes in the English course. The students seemed generally agreeable to participation in the experiment.

III Results

The tests were scored, and item-analysed. Poor items were removed and the tests rescored. Although the texts had been selected to represent two distinct levels of difficulty, at least for a native speaker non subject specialist, texts A and B turned out to be of equal difficulty in English for these subjects, the mean being 11.6 (53%) on A and 11.1 (53% on B. In other words, for our testees the comprehension tests in English were statistically equivalent measures of English reading comprehension. The Spanish versions, however, seemed to show up at least some of the differences between the two original texts, in the sense that one had seemed to us to contain greater cognitive or conceptual difficulty of content and more specialized vocabulary, In Spanish, the mean for text A was 17.2 (82%) and for text B 13.0 (72%)

It is interesting that the two texts appear to be different from each other when readers are reading in their mother tongue, but that when they read in a foreign language, the differences disappear. The reason for this could be that the problems of reading in a foreign language are greater than any inherent conceptual or linguistic difficulties that might exist in one text and not the other.

Concerning the relationship between reading in Spanish and reading in English, the primary objectives of the experiment, we found positive but low correlations between the subjects' performance on one as compared to their performance on the other:

a) B English = A Spanish .44 ($p < .05$)
b) B Spanish = A English .56 ($p < .05$)

In other words, there was a relationship between reading comprehension in English and reading comprehension in Spanish. That is, the students who did well in reading in Spanish tended to do well in reading in English as well. This tendency or relationship was not found to be strong enough to be able to predict a student's score on one test, given his results on the other.

The strongest relationship encountered was between English language proficiency as measured by the TEAL test, and reading comprehension in English (Teal with B English .67, $p < .05$) This finding is of considerable importance, since it suggests that the student's knowledge of English is much more important to his comprehension of English texts than is his reading ability in Spanish. Although the finding is not surprising, since one would not expect students with poor English to be able to read well in English, it is important because it appears to provide some sort of answer to those who feel that reading ability in one's mother tongue is the most important determinant of reading ability in English. One should be cautious, however, in interpreting this result, as a correlation does not imply a causal relationship. It does not follow that a concentration on improving our students' general proficiency in English will lead to a commensurate improvement in English reading ability. However, there is a suggestion that it is even less likely that improving Spanish reading ability will lead to an improvement in English reading.

It should be noted that the easy text (Text A) correlated at a considerably lower level with TEAL than the difficult text (.42 v .67). This might be taken to mean that knowledge of English is less important to the understanding of an easy text than to the comprehension of a difficult text. Certainly it indicates that one should be careful about generalising results gained from the use of certain texts to statements about reading ability in general, regardless of the nature -linguistic and conceptual - of the text. Furthermore the difference between the two correlations of the English and Spanish texts might well be atributable to the difference in texts. That is, it could be generally true that the ability to read a difficult text in Spanish will correlate higher with the ability to read an easy text in English, than the ability to read an easy text in Spanish will correlate with the ability to read a difficult text in English. Such a conclusion is entirely speculative at present, however.

IV Conclusion

The research posed the following questions:

1) How well can our students read Spanish?
2) Is their Spanish reading ability related in any way to their ability to read in English?
3) Is their proficiency in general English more important than reading ability in Spanish as a pre-condition to their learning to read English?

The results of the study indicate a positive tendency for reading ability in Spanish to relate to reading ability in English. This relationship. however, is far from close, which is perhaps somewhat surprising, at least for these who hold the view that there is a necessarily close connection between the two.

The study also found that the best predictor of reading ability in English was not reading ability in the mother tongue but proficiency in the foreign language. However, as the text vari ble was also seen to have an effect, no general con lusion can be reached. Therefore, at this stage no recommendations can be made as to the type of course that might be helpful for students who need to learn to read in English. Nevertheless, we feel that such recommendations might change if subsequent studies should provide clearer answers to our questions. Further research into the nature of the relationship of reading in Spanish and English is clearly necessary, possibly concentrating on measuring reading strategies (the process of reading) and on measuring the various sorts of information (the product of reading: factual, inferential, evaluated, etc.) that can be extracted from text.

A P P E N D I X

1) Text A
   a) English
   b) Spanish

2) Text B
   a) English
   b) Spanish

The Japanese in face to face communication will never say "NO" to an American. He will always say he understands whether he does or not, and he will never ask for more information when he needs it. The American way of coming to the point quickly and directly in a business deal offends Japanese. To reach a decision by a certain time means nothing to the Japanese. But after the decision is made, delivery dates and commitments will be precisely observed. Japanese are much ego-involved in their enterprises while the Chinese in Hong Kong are relatively detached. The Chinese are great game players and gamblers, prefer the quick, direct approach to a business proposition. And the Chinese personal confidence is prerequisite to the decision to do business with anyone. To the Chinese, personal trust is the foundation of a business relationship, while Americans appreciate personal trust but try to keep it separate from their business decisions. Security motivation is dominant in India. A man with a first line management position in an American factory in Bombay makes much more money than he ever has before but he does not increase his standard of living. Rather, he increases the number of relatives he supports. Therefore, Indians faced with promotion will typically refuse the offer because promotion means change and change means risk, so the Indian prefers to cling to what he has. In Beirut, Lebanon, everything is negotiated. Bribery is universal. Status symbols seem to be as important here as anywhere in the world. A Lebanese executive secretary scolded her American boss, "You should come late to work, bawl out employees, drive a big car. Instead you come first to work, act humble, and now you buy a Volkswagen." Any attempt to build up a sense of obligation by service and friendliness in Lebanon would not only fail but would cause general merriment.

Nombre: _____ Fecha: _____

Facultad o División: _____

Carrera: _____ Semestre: _____

EXAMEN DE COMPRENSION DE LECTURA EN INGLES

U.I.D. - C.E.L.E.
D.E.S. - F.A.E.
U.N.A.M.

A. Lea el texto que sigue muy rápidamente. Luego conteste cada pregunta, consultando el texto cuando sea necesario. Procure contestar todas las preguntas de acuerdo con el texto.

1. For the Japanese businessman, the concept of time:
   a) means nothing.
   b) is important only in reaching agreements.
   c) is important for complying with commitments.
   d) is generally of little importance.

2. Job stability is the most important consideration in:
   a) Beirut
   b) Japan
   c) Hong Kong
   d) India

3. Personal trust is a business prerequisite in:
   a) the U.S.
   b) Japan
   c) Hong Kong
   d) India

(A-E)

(A-E)

4. According to the text, corruption is prevalent in:
   a) Hong Kong
   b) Japan
   c) Beirut.
   d) the U.S.

5. Indians increase the number of relatives they support when:
   a) they receive an increase in salary.
   b) they have relatives in need of support.
   c) their standard of living increases.
   d) they have more job security.

6. In the Lebanon, service and friendliness in business
   a) have positive effects.
   b) would provoke laughter.
   c) have no effect.
   d) would confer high status.

7. Americans tend to view personal trust as a characteristic which:
   a) is indispensable in business.
   b) is useful in business relationships.
   c) is desirable but unnecessary in business.
   d) may produce negative results in business.

8. In the Lebanon employees expect top management to
   a) be authoritarian.
   b) be humble.
   c) drive a Kolkswagen.
   d) arrive on time.

9. According to the text, the Lebanese secretary scolded her boss because:
   a) she expected him to be grateful for her sincerity.
   b) he did not conform to the role of manager in Lebanese business.
   c) Lebanese secretaries have great influence on management.
   d) he asked for her advice.

(A-E)

10. The Japanese are offended by Americans because:
    a) Americans do not respect their commitments.
    b) Americans try to close deals quickly.
    c) The Japanese prefer to observe their commitments with precision.
    d) The Japanese tend to rely more on personal trust.

11. Indians refuse promotion because:
    a) they have too many relatives.
    b) they don't like risking things.
    c) they don't need the extra money.
    d) they don't want to increase their salaries.

12. The text presents:
    a) some aspects of business in Hong Kong and Japan.
    b) examples of different cultural patterns and their effect on business.
    c) examples of how American businessmen should act when working abroad.
    d) cultural patterns common to Asiatic countries.

13. The author's purpose in writing this text is to show:
    a) the differences between Japanese and Chinese.
    b) how different cultures behave differently in business.
    c) how corrupt the Lebanese are.
    d) Americans how to avoid offending Japanese and Lebanese.

B. Califique las siguientes afirmaciones como "V" (verdadero), "F" (falso) o "I.N.E." (Información no especificada), de acuerdo con el texto.

14. Americans tend to conclude business deals quickly and directly. V F INE

15. The Chinese consider personal trust to be desirable but dispensable. V F INE

(A-E)

16. The Indonesians prefer to be direct and to the point in their business transactions V F INE

17. Status symbols are more important in Lebanon than in other countries. V F INE

18. The Japanese are great gamblers. V F INE

19. Most Indians are predominantly worried about security in their jobs. V F INE

20. According to the text, Volkswagen cars are assigned relatively low status in Lebanon. V F INE

21. Decision-making in Hong Kong is a slow process. V F INE

22. In Southeast Asia in general, businessmen are quite efficient in making decisions. V F INE

Un japonés, al comunicarse con un americano, nunca dirá "ho"; entienda o no, nunca solicitará más información, aunque la necesite, y actuará como si hubiera entendido. El estilo americano de llegar al grano directa y rápidamente en una transacción de negocios, es ofensivo para los japoneses. Llegar a una decisión dentro de ciertos límites de tiempo carece de sentido para ellos, pero una vez tomada la decisión, las fechas de entrega y los compromisos serán respetados. Los japoneses se comprometen íntimamente cuando emprenden algo, mientras que los chinos de Hong Kong son relativamente despreocupados al respecto y, como son grandes jugadores y apostadores: prefieren encarar directa y rápidamente una propuesta de negocios. Asimismo, para los chinos la confianza personal es un pre-requisito para tomar cualquier decisión de negociar con alguien y sirve de fundamento para establecer una relación de negocios, en tanto que los americanos, aún cuando aprecian la confianza personal, tratan de mantenerla aparte de sus decisiones de negocios.

La seguridad es la motivación dominante en la India. Una persona en un puesto administrativo de alto rango en una fábrica americana de Bombay, gana mucho más dinero que nunca antes en su vida, pero ello no mejora su nivel de vida. En lugar de ello, aumenta el número de parientes que debe mantener. Por esto, los indios generalmente rechazan una promoción porque ésta significaría un cambio, y el cambio significa riesgo, de modo que prefieren aferrarse a lo que ya tienen.

En Beirut, Líbano, todo se negocia y el soborno es universal. Parece que aquí los símbolos de categoría social son tan importantes como en cualquier parte del mundo. Una secretaria ejecutiva libanesa criticó a su jefe americano diciendo: "Debería llegar tarde al trabajo, gritarles a los empleados, manejar un coche grande. En lugar de eso es el primero en llegar al trabajo, se comporta humildemente y además se compra un Volkswagen." Cualquier intento de inculcar el sentido de responsabilidad a través de la amistad y la prestación de servicios o el ser servicial no sólo fallaría en Líbano, sino que provocaría la burla general.

Nombre: _____ Fecha: _____

Facultad o División: _____ Semestre: _____

Carrera: _____

EXAMEN DE COMPRENSION DE LECTURA EN ESPAÑOL

U.I.D. - C.E.L.E.
D.E.S. - F.A.E.
U.N.A.M.

A. Lea el texto que sigue muy rápidamente. Luego conteste cada pregunta, consultando el texto cuando sea necesario. Procure contestar todas las preguntas de acuerdo con el texto.

1. Para el hombre de negocios japonés, el concepto del tiempo:
   a) carece de sentido.
   b) es importante solamente en cuanto a llegar a acuerdos se refiere.
   c) solamente es importante con respecto al cumplimiento de compromisos.
   d) generalmente tiene poca importancia.

2. La seguridad en el trabajo es la consideración más importante en:
   a) Beirut
   b) el Japón
   c) Hong Kong
   d) la India

3. La confianza personal es un requisito previo para los negocios en:
   a) los E.U.A.
   b) el Japón.
   c) Hong Kong.
   d) la India.

(A-S)

4. Según el texto, la corrupción prevalece en:
   a) Hong Kong.
   b) Beirut.
   c) el Japón.
   d) los E.U.A.

5. Los indios aumentan el número de parientes que sostienen cuando:
   a) reciben un aumento de salario.
   b) tienen más parientes necesitados de ayuda.
   c) su nivel de vida aumenta.
   d) tienen mayor seguridad en el trabajo.

6. En el Líbano, las cualidades del servicio y la amabilidad en los negocios:
   a) surten efectos positivos.
   b) provocarían risa.
   c) no surten efecto.
   d) confieren un alto status.

7. Los estadounidenses suelen considerar a la confianza personal como una característica que:
   a) es indispensable en los negocios.
   b) es útil en las relaciones de negocios.
   c) es deseable mas no necesaria en los negocios.
   d) podría producir resultados negativos en los negocios.

8. En el Líbano los empleados esperan que los altos ejecutivos:
   a) sean autoritarios.
   b) tengan una actitud de humildad.
   c) usen coches de la marca Volkswagen.
   d) sean puntuales.

9. Según el texto, la secretaria libanesa regañó a su jefe porque:
   a) ella creía que le agradecería su franqueza.
   b) no se comportaba según el papel que tienen los dirigentes de los negocios libaneses.
   c) las secretarias libanesas ejercen mucha influencia sobre los dirigentes.
   d) él le pidió consejos.

10. Los japoneses se ofenden ante los americanos porque:
   a) los americanos no cumplen sus compromisos.
   b) los americanos tratan de concertar los tratos con rapidèz.
   c) los japoneses prefieren cumplir los compromisos con exactitud.
   d) los japoneses suelen negociar más sobre la base de la confianza personal.

11. Los indios rechazan que se les promueva porque:
   a) tienen demasiados parientes dependientes.
   b) no les agrada correr riesgos.
   c) no necesitan el ingreso extra.
   d) no quieren aumento de salario.

12. Este texto presenta:
   a) algunos aspectos de los negocios en Hong Kong y en Japón.
   b) ejemplos de diferentes patrones culturales y su efecto en los negocios.
   c) ejemplos de cómo los hombres de empresa americanos deberían comportarse cuando trabajen en el extranjero.
   d) ejemplos de los patrones culturales comunes en los países asiáticos.

13. El propósito del autor al escribir este texto fue mostrar:
   a) las diferencias entre los japoneses y los chinos.
   b) cómo las personas de diferentes culturas se comportan de modo distinto en los negocios.
   c) cuán corruptos son los libaneses.
   d) a los americanos cómo evitar ofender a los japoneses y a los libaneses.

(A-S)

B. Califique las siguientes afirmaciones como "V" (verdadero), "F" (falso) o "I.N.E." (información no especificada), de acuerdo con el texto.

14. Los americanos suelen concertar los negocios con rapidez. V F INE

15. Los chinos consideran que la confianza personal es deseable pero no indispensable en los negocios. V F INE

16. Los indonesios prefieren ser directos y francos en los tratos de negocios. V F INE

17. Los símbolos de categoría social son más importantes en el Líbano que en otros países. V F INE

18. Los japoneses son grandes apostadores. V F INE

19. Los indios se preocupan sobre todo por la seguridad en el trabajo. V F INE

20. Según el texto, los coches Volkswagen tienen poca categoría en el Líbano. V F INE

21. En Hong Kong, la toma de decisiones implica un procedimiento lento. V F INE

22. En el sureste de Asia en general, los hombres de negocios son bastante eficientes en la toma de decisiones. V F INE

NUEVOS FUNDAMENTOS PARA EL ARTE DE LA ADMINISTRACION

Todas las actividades de cualquier empresa son iniciadas y determinadas por las personas que la constituyen. Las plantas, oficinas, computadoras, el equipo automatizado y todo aquello que una firma moderna utiliza, exceptuando el esfuerzo y la dirección humanos, son material no procesado. Son los hombres los que diseñan y ordenan el equipo; los que deciden cuándo y cómo usar las computadoras; los que actualizan o dejan de actualizar la tecnología empleada, los que aportan el capital necesario y deciden sobre los procedimientos fiscales y de contabilidad a seguir. Cada uno de los aspectos de las actividades de una firma está determinado por la capacidad, la motivación y la efectividad general de su organización humana. De todas las tareas de la administración, el manejo del componente humano es la central y la más importante porque todas las demás dependen de qué tan bien se haga ésta.

Hoy en día, los procedimientos y prácticas típicos de operación de la mayoría de las organizaciones están basados en teorías clásicas de la organización. Dichas teorías descansan sobre suposiciones clave hechas por profesionistas de la administración reconocidos y reflejan los principios generales por ellos expuestos. Los puntos de vista de los profesionistas difieren unos de otros y varían al través del tiempo, conforme nuevas escuelas se ponen en boga. Mientras mayor sea el prestigio de un profesionista, mayor será el peso que tenga su juicio. Al disminuir su influencia, se irán descartando los principios y las prácticas inspiradas en sus juicios y se adoptarán otros nuevos.

Hasta hace poco tiempo, la veleta cambiante del juicio de los profesionistas empíricos en ejercicio fué la principal, si no la única, fuente de conocimientos sobre la manera de organizar y dirigir uaa empresa. Actualmente, las investigaciones que hacen los científicos sociales sobre dirección, manejo y organización proporcionan un cúmulo de conocimientos más estables que los que se tenían en el pasado. El arte de la administración puede basarse en información verificable resultante de investigaciones cuantitativas y rigurosas. Investigadores independientes pueden repetir las investigaciones y comprobar la validez de los resultados. No sólo es el cúmulo de conocimientos más estable y preciso, sino que probablemente crecerá contínuamente a medida que los resultados de investigaciones adicionales se acumulen. La investigación cuantitativa que se realice en cualquier parte del mundo acrecentará el cúmulo de conocimientos. Su razón de crecimiento puede acelerarse aumentando los fondos para la investigación en ciencias sociales enfocada a la organización.

Nombre: _____ Fecha: _____

Facultad o División: _____

Carrera: _____ Semestre: _____

EXAMEN DE COMPRENSION DE LECTURA EN ESPAÑOL

U.I.D. - C.E.L.E.
D.E.S. - F.A.E.
U.N.A.M.

A. Lea el texto rápidamente. Luego conteste cada pregunta, consultando el texto cuando sea necesario. Procure contestar todas las preguntas de acuerdo con el texto.

1. Según el texto, las decisiones administrativas más importantes son aquellas que afectan
   a) a los procedimientos contables y fiscales.
   b) al personal.
   c) a la tecnología.
   d) a la planta, las oficinas y el equipo.

2. El factor que más influye en la adopción de una teoría organizativa en una empresa:
   a) lo constituyen los principios que sustentan a la teoría.
   b) es la medida en que dicha teoría se ajusta a la realidad.
   c) es el prestigio del profesionista empírico que la utiliza.
   d) son los procedimientos y prácticas de su operación.

3. En años recientes, ¿qué factor ha empezado a contribuir a los conocimientos sobre la organización?
   a) la precisión de juicio de los empíricos.
   b) la rápida comunicación de las ideas.
   c) los investigadores independientes.
   d) la investigación científica de la administración.

(B-S)

4. ¿Cuál es la función actual de la investigación sobre la administración?
   a) da una base firme para la toma de decisiones.
   b) permite la realización de investigaciones independientes.
   c) hace disminuir la importancia del juicio de los empíricos.
   d) hace que la administración sea más estable y precisa.

5. Según el texto, el aspecto más importante de la investigación reciente es:
   a) que es verificable.
   b) que es un arte.
   c) que crece rápidamente.
   d) que es efectuada por científicos sociales.

6. Según el texto, ¿qué factor es capaz de aumentar la velocidad del crecimiento de cuerpo de conocimientos sobre la administración?
   a) su estabilidad.
   b) su exactitud.
   c) el presupuesto destinado a la investigación.
   d) el descrédito del juicio de los empíricos.

7. En general, el autor de este texto apoya el uso creciente de:
   a) el juicio de los empíricos.
   b) los datos científicos obtenidos por la investigación.
   c) la tecnología modernizada.
   d) las clásicas teorías de la organización.

8. En general, el autor quisiera ver disminuir la influencia sobre la administración de:
   a) los científicos sociales.
   b) las teorías en boga.
   c) los investigadores independientes.
   d) los datos verificables.

(B-S)

9. La tarea más importante del administrador es:
   a) describir cómo y cuándo usar las computadoras.
   b) coordinar al personal subordinado a él.
   c) asegurar que la empresa tenga suficiente capital.
   d) modernizar la tecnología de la empresa.

10. El autor escribió este texto para:
   a) indicar cuán importante es el juicio del empírico.
   b) explicar ciertos supuestos de las teorías clásicas de la organización.
   c) promover el uso apropiado de la tecnología y del capital.
   d) mostrar que la investigación puede conducir a una mejor administración.

11. Es cambiante la popularidad de las teorías de la organización porque:
   a) están basadas en una visión inadecuada de la realidad.
   b) los resultados de la investigación cambian de un año a otro.
   c) cambian los procedimientos de operación en las organizaciones.
   d) disminuye la influencia que un empírico en particular haya tenido.

12. Según el autor la mejor forma de mejorar la administración de las empresas es:
   a) seguir los consejos de los más renombrados empíricos.
   b) basar las decisiones en investigaciones estables y verificables.
   c) mejorar la motivación del personal que labora en la empresa.
   d) destinar más fondos a la tecnología y mejorar los procedimientos contables.

B. Califique las siguientes afirmaciones como "V" (verdadero), "F" (falso) o "I.N.E." (información no especificada), de acuerdo con el texto.

13. Una empresa podría ser administrada por computadoras. V F INE

(B-S)

14. El personal es el componente más importante de las empresas modernas. V F INE

15. El texto afirma que la motivación de la ganancia no es un componente importante de la administración de empresas. V F INE

16. Los empíricos más prestigiados tienden a no cambiar sus juicios. V F INE

17. El juicio de los empíricos antes era la principal fuente de información sobre la organización y la administración. V F INE

18. A causa de su falsificabilidad, la información científica constituye información menos estable que el juicio de los empíricos. V F INE

19. Según el autor, el cuerpo de conocimientos científicos crecería continuamente. V F INE

20. La asignación de mayores fondos para la investigación en las ciencias sociales acrecentará el cúmulo de conocimientos sobre la administración. V F INE

21. El autor dice que la administración no puede basarse en la información obtenida de investigaciones rigurosas. V F INE

22. El conocimiento científico es tan inestable como lo es el juicio de los empíricos. V F INE

NEW FOUNDATIONS FOR THE ART OF MANAGEMENT

All the activities of any enterprise are initiated and determined by the persons who make up that institution. Plants, offices, computers, automated equipment, and all else that a modern firm uses are unproductive except for human effort and direction. Human beings design or order the equipment; they decide where and how to use computers, they modernize or fail to modernize the technology employed; they secure the capital needed and decide on the accounting and fiscal procedures to be used. Every aspect of a firm's activitites is determined by the competence, motivation, and general effectiveness of its human organization. Of all the tasks of management, managing the human component is the central and most important task, because all else depends upon how well it is done.

Most organizations today base their standard operating procedures and practices on classical organizational theories. These theories rely on key assumptions made by well-known practitioners of management and reflect the general principles they expound. Practitioners' points of view vary one from the other and through time as new schools of practice become fashionable. The more prestigious the practitioner, the more weight his judgment carries. As his influence wanes, principles and practices based on his judgment are discarded and new ones embraced.

Until recently, the shifting sands of practitioner judgment were the major if not the only source of knowledge about how to organize and run an enterprise. Now, research on leadership, management, and organization, undertaken by social scientists, provides a more stable body of knowledge than has been available in the past. The art of management can be based on verifiable information derived from rigorous, quantitative research. Independent investigators can repeat the research and test the validity of the findings. Not only is the body of knowledge more stable and accurate, but it is likely to grow continuously as the results of additional research on management are accumulated. Quantitative research anywhere in the world can add to this body of knowledge. Its rate of growth can be accelerated by increasing the expenditures for social science research focused on organizations.

Nombre: _____ Fecha: _____

Facultad o División: _____

Carrera: _____ Semestre: _____

EXAMEN DE COMPRENSION DE LECTURA EN INGLES

U.I.D. - C.E.L.E.
(B-E) D.E.S. - F.A.E.
U.N.A.M.

A. Lea el texto que sigue rápidamente. Luego conteste cada pregunta consultando el texto cuando sea necesario. Procure contestar todas las preguntas de acuerdo con el texto

1. According to the text, the most important management decisions are those that affect:
   a) accounting and fiscal procedures.
   b) people.
   c) technology.
   d) plants, offices and equipment.

2. The principal factor affecting the adoption of competing organizational theories by management is:
   a) the principles underlying the theory.
   b) the amount of relevance to local reality.
   c) the prestige of the practitioner.
   d) the operating procedures and practices.

3. In recent years, what factor has begun to contribute to knowledge about organization?
   a) the accuracy of practitioners' judgements.
   b) the rapid communication of ideas.
   c) independent investigators.
   d) scientific research on management.

4. What function does quantitative research now have in management?
   a) it provides a firm basis for management decisions.
   b) it enables independent research to take place.
   c) it replaces the need for practitioner judgments.
   d) it makes management more stable and accurate.

5. According to the text, the most important aspect of the recent research is .
   a) that it is an art.
   b) that it is verifiable.
   c) that it is growing quickly.
   d) that it is done by social scientists.

6. According to the text, what factor is capable of increasing the speed of growth of the scientific body of knowledge about management?
   a) its stability.
   b) its accuracy.
   c) spending on research.
   d) the discredit of practitioners' judgements.

7. In general, the author of this text favors the increasing use of:
   a) practitioners' judgements.
   b) scientific research data.
   c) modernized technology.
   d) classical organizational theories.

8. In general, the author would like to see a decrease in the influence on management of:
   a) social scientists.
   b) fashionable theories.
   c) independent investigators.
   d) verifiable data.

9. The most important task of a manager is
   a) to describe how and when to use computers.
   b) to manage the people under him.
   c) to ensure the enterprise has enough capital.
   d) to modernize the firm's technology.

10. The author wrote this text in order to
   a) indicate how important practitioner judgment is.
   b) explain certain assumptions of classical organizational theories
   c) encourage the proper use of technology and capital.
   d) show that quantitative research can lead to better management.

11. Fashions change in organisational theories because
   a) the theories are based on a wrong view of reality.
   b) the results of quantitative research change from year to year.
   c) operating procedures in organisations change.
   d) the influence of a particular practitioner declines.

12. According to the author, the best way to improve the management of organisations is:
   a) to follow what famous practitioners say about management.
   b) to base decisions on stable, verifiable research.
   c) to improve the motivation of the people working in the organisation.
   d) to spend money on technology and improve accounting procedures.

B. Califique las siguientes afirmaciones como "V" (verdadero), "F" (falso) o "I.N.E." (información no especificada), de acuerdo con el texto.

13. A firm could be run by computers. V F INE

14. People are the most important component of modern firms. V F INE

(B-E)

15. The text states that the profit motive is not an important component of business management. V F INE

16. The most prestigious practitioners tend not to change their judgements. V F INE

17. Practitioner judgement was the major source of information about organization and management. V F INE

18. Because of falsifiability, scientific information constitutes a less stable body of knowledge than practitioners' judgements. V F INE

19. According to the author, the scientific body of knowledge will probably grow continuously. V F INE

20. More money for social science research will mean a greater body of knowledge about administration. V F INE

21. The author says that management cannot be based on information from rigorous, quantitative research. V F INE

22. Scientific knowledge is as unstable as practitioners' judgements. V F INE